

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Charter ☐ Title I ☐ Magnet ☒ Choice

Name of Principal: Miss Katy Feeney

Official School Name: Our Lady of the Assumption School

School Mailing Address:
1617 Parkview Avenue
Bronx, NY 10461-5220

County: Bronx State School Code Number*:

Telephone: (718) 829-1706 Fax: (718) 931-2693

Web site/URL: <http://www.olaschoolbronx.com> E-mail: b210@adnyeducation.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

Date
(Principal's Signature)

Name of Superintendent*: Dr. Timothy McNiff

District Name: Archdiocese of New York Tel: (212) 371-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

Date
(Superintendent's Signature)

Name of School Board President/Chairperson:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

Date
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	23	17	40	6	14	21	35
K	13	13	26	7	21	18	39
1	13	25	38	8	15	21	36
2	17	17	34	9			0
3	18	15	33	10			0
4	14	11	25	11			0
5	12	23	35	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							341

6.Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
0 %	Asian
1 %	Black or African American
33 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
53 %	White
13 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7.Student turnover, or mobility rate, during the past year: 3 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1.	340
(5)	Total transferred students in row (3) divided by total students in row (4).	0.029
(6)	Amount in row (5) multiplied by 100.	2.941

8.Limited English proficient students in the school: 1 %

Total number limited English proficient 5

Number of languages represented: 2

Specify languages:

Spanish and Albanian

9.Students eligible for free/reduced-priced meals: 14 %

Total number students who qualify: 49

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 2 %

Total Number of Students Served: 7

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>6</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>21</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 34:1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	97%	95%	95%	95%
Daily teacher attendance	98%	97%	98%	99%	99%
Teacher turnover rate	0%	14%	21%	19%	37%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The teacher turnover rate exceeds 12% due to downsizing. Now that the school has reached one class per grade, the turnover of the faculty has stabilized.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

A visitor to Our Lady of the Assumption School (“OLA”) would begin the day by joining the entire school community in the following daily prayer: *Holy Spirit, open my eyes to see what is beautiful. Open my heart to love what is good because I belong to Jesus, and I want to be like Him.* These words convey not an abstract ideal, but a concrete goal: to be like Jesus, to have an open heart to love goodness, and to know and desire to belong to God. There can be no greater goal or foundation in life than this. Catholic education – particularly as expressed at OLA – is founded on the reality that each person, created by God in His own image, has a unique destiny that is only fulfilled in relationship to Him.

After grounding the day in prayer, the visitor to OLA would find a community in the New York City borough of the Bronx, enjoying the benefits and challenges of urban life. The sounds of the elevated train to Manhattan and planes in their landing approach to JFK airport make up the ever-present soundtrack to life. Numbered among OLA parents are those who ran into the World Trade Center on September 11 to save lives. Families struggle and sacrifice to afford their child’s Catholic education, some working two and three jobs to pay rent or mortgage plus tuition. The parents of OLA are active participants in their child’s education: checking homework nightly through the website, viewing grades through the Student Information System, conferencing with teachers and principal, and participating in the Parent Guild events. OLA parents are vital collaborators with faculty and staff so that the students can achieve excellence.

The vehicle for academic excellence that drives learning at OLA is summed up in the following phrase, inspired by the education program at Manhattan College: *More learning, for more children, in more ways, more of the time.* The visitor to OLA would see that philosophy embodied in a variety of ways: Smart Boards mounted in most classrooms and Smart-Board access to all classes, a state-of-the-art computer lab used for technology integration in all subjects, a science lab for hands-on experiments, art and subject projects displayed throughout the building, an innovative reading program that stresses student learning and practice of comprehension skills, cooperative learning in small groups, integration of religious and ethical values across the curriculum, focus on math and study skills development, learning and practice of musical instruments in order to perform in regular concerts, Spanish classes in all grades, and physical education classes and sports teams.

The visitor to OLA could not help but be impressed with the dedicated, hard-working faculty and staff. The goal of every person in the building is student excellence. Each action, lesson, and interaction is driven by the desire of the entire staff to help form each student in the OLA tradition of academic and spiritual excellence. The majority of the faculty has served in Catholic schools for over 20 years. The entire faculty Grades 1-8 is State-certified and most have completed the Archdiocesan Catechist Formation program. Faculty members regularly participate in professional development courses and continue to study education on a graduate level in order to update or complete elements of their knowledge and skills.

Finally, the OLA student would leave a lasting impression on the visitor. As a result of his/her education at OLA, the student is formed in knowledge and faith: aware that he/she is created by God and called to develop his/her innate gifts and talents to achieve his/her potential.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The excellence and quality of education at OLA are illustrated by the distinction of the performance on standardized tests in the last few years. Of particular note is the significant improvement in both Reading and Math of the eighth grade. By use of the data to drive instruction for learning, student achievement is continually improving, individually and collectively.

Over the last five years, OLA has administered the *Iowa Test of Basic Skills* to Grades 1-8 in the Spring and participated in the New York State testing program for Grades 4, 5 and 8 in the Winter and Spring. The New York State ELA, Math, and Science tests have been administered to Grades 4 and 8. The New York State Social Studies test has been administered to Grades 5 and 8. The eighth grade also takes the TACHS exam (“Test for Admission into Catholic High Schools”) in November of each year, resulting in a 100 percent acceptance into Catholic high schools and millions of dollars worth of scholarship offers to our graduates. Additionally, every year OLA students take the New York City Specialized High School test. OLA students have been accepted at and attended public high schools of distinction, including Stuyvesant High School in Manhattan, Bronx High School of Science, and Fiorello LaGuardia High School of the Performing Arts.

Achievement at OLA is not limited by race. OLA School is proud to note that in many cases the Hispanic subgroup of students achieve higher scores than the total class score. Students in different subgroups not reported, due to less than 10 per class, also enjoy achievement consistent with the overall distinction of standardized test scores at OLA. Nor is achievement at OLA limited by a student’s challenges: the scores and excellent achievement reported herein include all students.

An analysis of the ITBS results shows that scores in the primary and intermediate grades are consistently high and above grade level. Also of note is the significant improvement in the middle school scores in the last few years. A data-driven initiative to improve student learning has been in place, and the results are tangible. These scores reflect not only performance on standardized tests, but are consistent with teacher-made tests and classroom performance. The results of the ITBS assessment tests place OLA's eighth grade in the top 10 percent of schools in the nation.

OLA students’ performance on New York State tests is excellent. Grade 4 achievement in the NYS Math test has been consistently high, culminating in this past year’s 97 percent of the students meeting standards. Grade 4 ELA performance is equally impressive with 94 percent of the students meeting standards. On the NYS ELA test for Grade 8, 89 percent of the students met the standards. The highlight of OLA’s Grade 8 NYS scores is the Math score: 100 percent of the eighth grade met the standards. This achievement places OLA well within the top 10 percent in New York State, as evidenced in the verification attached hereto. For more information on New York State testing, the website can be found at <http://www.emsc.nysed.gov/3-8/>.

The performance of OLA students on both national and statewide standardized tests is evidence of an excellent instructional program, a dedicated and professional faculty and staff, and caring and supportive parents. Additionally, it is evidence of the quality of education and achievement consistent with Blue Ribbon Schools.

2. Using Assessment Results:

At OLA the data gleaned from standardized tests drives instruction. It shows where there is a need to improve or supplement curriculum areas and which students are at risk or are in need of extra help or focus. The snapshot that standardized test results give of a student and class at a particular time reveals strengths and weaknesses in instruction as well.

Results from ITBS testing are received in May of the school year. Class summary and individual student scores by class are placed in the testing binder that follows the particular class from year-to-year. Teachers review the results, particularly the longitudinal study which shows student growth over the year in each element of the testing. At end-of-year faculty meetings in June, teachers pass the ITBS binder on to the next grade-level teacher and review any pertinent student data. Additionally, in preparing the yearly plan for the incoming class, the teacher takes into account any particular weaknesses shown in the data and adjusts the curriculum accordingly.

Because of the higher student-teacher ratio at OLA, teacher assistants are utilized in many of the classes. The purpose of the teacher assistants is primarily to allow for small-group work with the teacher. It is the standardized test results that first give the classroom teacher a schema for creating the small groups.

In an effort to assist those students who are performing below level, the standardized test scores have been analyzed and submitted to New York City in the last few years in the hope of receiving Title I services.

The New York State scores are received over the Summer or in the early Fall. The process of analysis is similar, though limited to Grade 4 results since Grade 8 is already graduated.

3. Communicating Assessment Results:

Both ITBS and New York State “Parent Reports” are distributed to parents. At the time of distribution, the principal writes an accompanying letter and email to all parents explaining how to interpret their child’s scores. In addition to the letter and email, the principal has given parent presentations at meetings for the last few years and provided direct instruction to many.

In addition to the standardized test results above, the school has distributed progress reports (mid-quarter) and report cards (end-of-quarter) throughout the school year. In an effort to make parents an even greater partner in their child’s achievement, OLA has instituted online access to the teacher’s grade book. Parents can check their child’s marks and know their current cumulative grade at any time throughout the quarter.

The students work toward and celebrate excellence at OLA. Each quarter the school conducts an Honors Assembly, to which parents are invited and at which students are given their Honors Awards. Grades 6-8 receive honors each quarter and cumulatively; Grades 4-5 receive cumulative honors at the end of the year. There are three categories: Principal’s List (95+ average, no grade less than 90); First Honors (90+ average, no grade less than 85); and Second Honors (85+ average, no grade less than 80). The “St. Gabriel Award” for Christian Service is given each quarter, and Perfect Attendance is rewarded at the end of the year.

In order to share our pride in the excellent achievement at OLA with the community, the school has taken out ads each year and published the test results in the *Bronx Times Reporter*. These results are displayed as a graph, comparing OLA with the rest of the nation. This graph is also used on promotional materials for the school and on its website.

4. Sharing Success:

As a Catholic school, it is important that OLA not “hide its light under a bushel-basket.” The administration, faculty, staff and students actively share the success we have achieved at OLA. There are many opportunities afforded to us by the nature of the community, and there are opportunities to share success that need to be ferreted out.

- The faculty participates in teacher institutes and workshops, giving input and exchanging best practices with teachers throughout the Bronx and the Archdiocese of New York.

- The principal regularly attends Archdiocesan meetings and events where exchanges of ideas and successes are shared and encouraged. Additionally, the principal continues to attend graduate courses for professional development in order to share success and receive new updates on best practices.
- The pastor of OLA recently was a member of the 12-person Advisory Board to the Superintendent of Schools in the Archdiocesan “Pathways to Excellence” initiative.
- The students are ambassadors of OLA through the service projects they perform regularly in the community. Upper grade students are mentors and homework tutors for younger students needing help.

As a Blue Ribbon School, OLA will continue to share success with the surrounding community by initiating an area-wide outreach to our sister Catholic schools and the neighborhood public school, PS 71.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The **RELIGION** curriculum at OLA takes its direction from the Archdiocesan Guidelines to Catechesis. This document provides a framework – based on Scripture, the *Catechism of the Catholic Church*, and the corporal and spiritual works of mercy – for instruction and practice of the Catholic faith. Each year all students in the Archdiocese take a standardized Religion Final (Grades 3-8). OLA's scores last year were in the top 10 percent of schools in the Archdiocese of New York.

In the **READING** curriculum, emphasis is on phonics and small-group instruction in the early grades, which gives a solid foundation for OLA students. The same reading series is used from Grades K-5, providing the students with consistency and stability in format and progress. In the middle school the reading program includes literature circles. An important element of the Reading curriculum in the Archdiocesan *Essential Learnings* is Vocabulary. Word study and vocabulary books are an integral part of Reading class at OLA. Each day the entire school has silent reading time for 20 minutes.

Following State standards and Archdiocesan *Essential Learnings*, the **LANGUAGE ARTS** class at OLA includes grammar, writing mechanics, writing in various genres, journaling, listening, and speaking. Students regularly present their work to their peers and to other classes for feedback and for the experience of public speaking.

The OLA student masters computation and problem-solving skills through the **MATH** curriculum at age-appropriate levels. Using Smart Board technology, manipulatives, critical thinking, and higher-order thinking, students solve problems that can relate to every day life. High achievers and gifted students are able to take an enrichment Algebra course, and last year 15 OLA eighth graders took and passed the Algebra Regents exam.

Following the State and Archdiocesan standards, the **SCIENCE** program at OLA incorporates classroom study, lab experiments and reports, Smart Board internet resources (i.e., film clips, diagrams, dissection, etc.), and hands-on weather reporting and plant growing. OLA students achieve excellent scores on the NYS Science tests in Grade 4 and 8.

In the primary and intermediate grades, the foundational skills needed for **SOCIAL STUDIES** are taught: map reading, sense of community, geographic understanding, and home-state knowledge. In Grade 5 the New York State Social Studies test is administered, and OLA students perform very well. In Grades 6-8, World History and U.S. History are studied, culminating in the New York State Grade 8 Social Studies test. Again, OLA students overwhelmingly meet the standards year after year.

At OLA, **SPANISH** is studied from PK-8. In grades 6-8, an extra class per week is added. Thus, OLA exceeds the requirements of Blue Ribbon Schools for foreign language study.

The purpose of the twice-weekly computer class is to enable students to use **TECHNOLOGY** across the curriculum. Projects in all subject areas are created and produced in the computer lab with the collaboration between the computer instructor and subject teachers.

The weekly **MUSIC** class focuses on basic music theory, singing and – for students in Grades 4-8 – playing the recorder. Two-to-three concerts are performed each year.

The success of the **ART** curriculum is demonstrated by the fact that many of our students every year win City-wide art contests. The focus of the artwork in class is seasonal and thematic, utilizing many different

media.

The **PHYSICAL EDUCATION** course at OLA includes physical fitness, team sports, interactive games, gross motor skills, and targeted training for sports, such as, basketball, baseball, etc. Emphasis on good sportsmanship allows values integration to occur in real-life situations.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Since it permeates throughout every subject, Reading is the foundational curriculum at OLA and comprehension is the focus of every class throughout the day. In addition to the comprehensive approach given to Reading class by the Scott-Foresman *Reading Street* series in Grades K-5, several supplemental programs were added: *Making Meaning* (Developmental Studies Center), and internet based programs *Skills Tutor* (Houghton Mifflin) and *Ticket to Read*. In the middle school, these supplemental programs enhance the teacher units of literature circles and word study.

The *Making Meaning* program utilizes trade books and targeted read-aloud lessons to teach and improve reading comprehension skills. Through turn-to-your-partner, brainstorming, think-pair-share, and journaling, students learn and practice important comprehension skills: predicting, questioning, visualizing, etc. Lessons on expository text give students skills they will use for their lifetime. The *Making Meaning* series is implemented through the eighth grade, and its introduction to OLA coincides with a noticeable difference in the Reading achievement on standardized tests.

In addition to the above, OLA uses technology in many ways to increase reading comprehension. Two internet-based reading programs - *Skills Tutor* (Grades 3-8) and *Ticket to Read* (Grades K-4) - help the teachers analyze areas of weakness and strength and tailor the reading instruction to the student's needs. Additionally, the Smart Boards in the classrooms enable teachers to regularly make use of the wealth of resources available to them in order to improve student learning.

3. Additional Curriculum Area:

The mission of OLA is to form the whole child: spiritually, mentally, and physically. What better embodiment of that mission is found than in the study of Math! The order of the universe and the mathematical secrets found therein are a glimpse into the mind of God. By exercising the mind with mental math, the OLA student develops those inner muscles of the brain that keeps it sharp and quick. Math is found in PE class on the baseball field (geometry), football field (measuring), basketball court (physics and basic number skills), etc. Relating Math to real life while acquiring math skills to last a lifetime is the primary focus of instruction and learning at OLA.

In order to accomplish our goal, OLA utilizes a multi-faceted approach to Math instruction. The basis of our instruction is the Sadlier *Progress in Mathematics* math series (2006) in Grades K-6. In the seventh and eighth grades, the new (2009) Sadlier *Foundations in Algebra* program has been introduced in Grades 7 and 8. To supplement this series, OLA students also work with the Houghton-Mifflin *Skills Tutor* program in the computer lab that helps analyze areas of weakness and strength and helps the teacher differentiate instruction. The high achievement of OLA students in Math is a testament to the excellence of the program and the instruction.

OLA teachers make regular use of grouping, manipulatives, and Smart Boards to differentiate and enhance teaching and improve student learning. Each year the seventh grade students participate in the Math Olympiad, sponsored by a local high school. Our teams often place in the top three and last year placed first. A tradition has been for the school to conduct a St. Jude Math-a-thon to help raise money for that good cause.

Helping the OLA student achieve in Math will help them to reach their potential. Unlocking the secrets of Math will give them a key to the universe!

4. Instructional Methods:

The visitor to OLA will see a variety of instructional methods taking place at any one time and throughout the day. In addition to whole-class instruction, students will be seen sharing ideas and comments on reading, brainstorming, peer editing, drilling each other in math facts, interacting in a Smart Board lesson, watching a short video clip on an instructional topic, participating in literature circle, receiving extra help in a small group from a teacher or an assistant, playing an educational game, completing a computer-based group project, working on a student-driven computer task in Language Arts, etc.

In every subject at OLA, 20 percent of the quarter grade is allocated to projects and portfolios. This demonstrates the importance placed on alternative means of assessment in the classroom and encourages teacher creativity. Student projects take many forms, and often are displayed throughout the hallways and in the classrooms. Through creative use of classroom and project assignments, students with multiple learning styles can be included and served. Additionally, those students who do not score well on standardized tests are given an opportunity to show their strengths to their peers and their teachers. School-wide fairs allow students to explore specific elements of the curriculum and present them to the school community. Science fairs, cultural fairs, and memoir reading have been part of OLA life in the last few years and have enriched student life.

With such an experienced faculty as is found at OLA, the teachers are very sensitive to a student who shows a need for evaluation, remediation, or differentiation. Through the use of teacher assistants, small groups, and one-on-one instruction, those students are included in the standard of excellence at OLA as they reach their full potential.

5. Professional Development:

Opportunities for teacher professional development to enhance student learning abound at OLA. The following are a few examples of the high caliber of professional development speakers and workshops that have been part of the OLA lifelong learning program:

- Dr. Lucy Calkins, a renowned educator of teachers
- Dr. Paul Beaudin, one of the consultants to Sadlier's *Progress in Mathematics* series
- Sr. Carol Cimino, nationally known educator and speaker
- Dr. Peter Mutarelli, professor at Manhattan College
- Catapult Learning for Literacy workshops
- Writing initiative workshops attended by Bronx teachers
- Understanding by Design three-day workshop attended by three OLA teachers

Through the NCLB Act, funds were allocated to non-public schoolteachers to obtain a Master's Degree and Certification in School Building Leadership. Three staff members participated in this program. The knowledge gleaned from these courses enhanced classroom teaching and student learning. In addition to that program, Title II funds have allowed OLA teachers to take graduate courses in a variety of subjects, including Math, ELA, Science, and Social Studies.

Perhaps the greatest sign of the commitment to professional development at OLA is the technology coach. This program is paid for by OLA funds directly. The technology educator/coach comes in once a week to work with the teachers to develop their skills at integrating technology in the classroom. Working one-on-one with the teacher – modeling and helping to develop cross-curricular unit plans – the OLA teachers are able to expand their repertoire of techniques to enhance student learning. The expense and commitment of time and

effort in this program is a tangible demonstration of the dedication of the teachers and the school to be life-long learners.

6. School Leadership:

As a Catholic school, OLA's leadership structure begins with the pastor. OLA's pastor is deeply committed and supportive of the school, evidenced by daily visits and a familiarity with all the students in the school. A member of the superintendent's Advisory Board in the *Pathways to Excellence* initiative, OLA's pastor is committed to excellence in education and the goals of Catholic education.

The principal of OLA, as school building leader, is responsible for supervision of teachers, curriculum mapping, data interpretation, textbook ordering, communication with parents and community, student relations, finance, staffing, to name a few! The priority, however, is to act as instructional leader, overseeing and facilitating student learning and achievement.

Together, the pastor and the principal set policies particular to OLA that ensure student achievement. Decisions regarding the allocation of funds and resources are crucial to maintaining the standard of excellence enjoyed at OLA. These decisions are reached collaboratively. After the principal has received input from the faculty, the pastor and principal determine a course of action. In recent years these decisions have included the upgrading of the computer system and installation of Smart Board technology in all grades, purchase of updated and challenging textbooks in the major subjects, technology coach to help teachers integrate technology across the curriculum, and parent access to online teacher grade book.

All decisions at OLA are made in the context of the mission: to form the student in the tradition of the excellence of Catholic education.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes ☒ No ☐

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3600</u> K	<u>\$3600</u> 1st	<u>\$3600</u> 2nd	<u>\$3600</u> 3rd	<u>\$3600</u> 4th	<u>\$3600</u> 5th
<u>\$3600</u> 6th	<u>\$3600</u> 7th	<u>\$3600</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$0</u> Other				

4. What is the educational cost per student? \$ 3545 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 1369

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 39 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 6 %

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Math 4

Edition/Publication Year: per testing year Publisher: The University of the State of New York

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
'Meeting Standards' plus 'Meeting Standards with Distinction'	97	90	88	89	97
'Meeting Standards with Distinction'	42	5	11	16	38
Number of students tested	33	39	44	45	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
'Meeting Standards' plus 'Meeting Standards with Distinction'					
'Meeting Standards with Distinction'					
Number of students tested					
2. African American Students					
'Meeting Standards' plus 'Meeting Standards with Distinction'					
'Meeting Standards with Distinction'					
Number of students tested					
3. Hispanic or Latino Students					
'Meeting Standards' plus 'Meeting Standards with Distinction'			100	73	91
'Meeting Standards with Distinction'			0	9	18
Number of students tested			13	11	11
4. Special Education Students					
'Meeting Standards' plus 'Meeting Standards with Distinction'					
'Meeting Standards with Distinction'					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4

Test: ELA

Edition/Publication Year: per testing year Publisher: The University of the State of New York

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Feb	Feb
SCHOOL SCORES					
'Meeting Standards' plus 'Meeting Standards with Distinction'	94	64	76	58	76
'Meeting Standards with Distinction'	3	0	7	4	11
Number of students tested	33	39	45	45	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
'Meeting Standards' plus 'Meeting Standards with Distinction'					
'Meeting Standards with Distinction'					
Number of students tested					
2. African American Students					
'Meeting Standards' plus 'Meeting Standards with Distinction'					
'Meeting Standards with Distinction'					
Number of students tested					
3. Hispanic or Latino Students					
'Meeting Standards' plus 'Meeting Standards with Distinction'					
'Meeting Standards with Distinction'					
Number of students tested					
4. Special Education Students					
'Meeting Standards' plus 'Meeting Standards with Distinction'					
'Meeting Standards with Distinction'					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 8

Test: Math 8

Edition/Publication Year: per testing year Publisher: The University of the State of New York

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
'Meeting Standards' plus 'Meeting Standards with Distinction'	100	93	65	47	39
'Meeting Standards with Distinction'	50	23	11	0	2
Number of students tested	36	53	70	64	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
'Meeting Standards' plus 'Meeting Standards with Distinction'					
'Meeting Standards with Distinction'					
Number of students tested					
2. African American Students					
'Meeting Standards' plus 'Meeting Standards with Distinction'					
'Meeting Standards with Distinction'					
Number of students tested					
3. Hispanic or Latino Students					
'Meeting Standards' plus 'Meeting Standards with Distinction'	82	93	53	8	17
'Meeting Standards with Distinction'	13	27	16	0	8
Number of students tested	16	15	19	12	12
4. Special Education Students					
'Meeting Standards' plus 'Meeting Standards with Distinction'					
'Meeting Standards with Distinction'					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 8

Test: ELA

Edition/Publication Year: per testing year Publisher: The University of the State of New York

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
'Meeting Standards' plus 'Meeting Standards with Distinction'	89	72	54	32	30
'Meeting Standards with Distinction'	11	2	3	0	2
Number of students tested	36	53	70	65	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
'Meeting Standards' plus 'Meeting Standards with Distinction'					
'Meeting Standards with Distinction'					
Number of students tested					
2. African American Students					
'Meeting Standards' plus 'Meeting Standards with Distinction'					
'Meeting Standards with Distinction'					
Number of students tested					
3. Hispanic or Latino Students					
'Meeting Standards' plus 'Meeting Standards with Distinction'	81	67	43	36	33
'Meeting Standards with Distinction'	13	7	0	0	6
Number of students tested	16	15	14	14	12
4. Special Education Students					
'Meeting Standards' plus 'Meeting Standards with Distinction'					
'Meeting Standards with Distinction'					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 1 Test: ITBS

Edition/Publication Year: 2005 Norms Publisher: Riverside

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	65	72	77	64	78
Number of students tested	29	31	27	30	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	65	64			81
Number of students tested	13	11			14
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 1 Test: ITBS
Edition/Publication Year: 2005 Norms Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	67	74	77	63	71
Number of students tested	29	31	27	30	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	67	75			73
Number of students tested	13	11			14
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 2 Test: ITBS
Edition/Publication Year: 2005 Norms Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	68	81	62	50	55
Number of students tested	29	27	30	45	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	65			49	47
Number of students tested	14			15	14
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 2 Test: ITBS
Edition/Publication Year: 2005 Norms Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	77	66	69	67
Number of students tested	29	27	30	45	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	72			64	69
Number of students tested	14			15	14
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 3 Test: ITBS
Edition/Publication Year: 2005 Norms Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	90	84	74	81	82
Number of students tested	24	30	40	47	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	84		77		
Number of students tested	10		14		
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 3 Test: ITBS
Edition/Publication Year: 2005 Norms Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	68	62	65	68
Number of students tested	24	30	40	47	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	62		61		
Number of students tested	10		14		
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 4 Test: ITBS
Edition/Publication Year: 2005 Norms Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	69	64	76	79	82
Number of students tested	33	38	44	45	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score		67	79	71	82
Number of students tested		13	15	14	10
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 4 Test: ITBS
Edition/Publication Year: 2005 Norms Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	62	57	67	67	73
Number of students tested	33	38	44	45	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score		59	72	55	69
Number of students tested		13	15	14	10
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 5 Test: ITBS
Edition/Publication Year: 2005 Norms Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	52	65	74	78	70
Number of students tested	36	40	37	37	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	58	68	69	75	72
Number of students tested	15	14	16	13	19
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 5 Test: ITBS
Edition/Publication Year: 2005 Norms Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	53	67	68	73	72
Number of students tested	36	40	37	37	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	58	68	65	75	65
Number of students tested	15	14	16	13	19
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 6 Test: ITBS
Edition/Publication Year: 2005 Norms Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	63	67	79	64	70
Number of students tested	40	37	36	58	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	63	68	79		44
Number of students tested	15	13	13		21
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 6 Test: ITBS
Edition/Publication Year: 2005 Norms Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	58	68	76	64	72
Number of students tested	40	37	36	58	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	60	73	70		51
Number of students tested	15	13	13		21
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 7 Test: ITBS
Edition/Publication Year: 2005 Norms Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	83	68	55	49
Number of students tested	37	39	47	72	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	78	75	67	47	50
Number of students tested	15	15	20	20	18
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 7 Test: ITBS
Edition/Publication Year: 2005 Norms Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	82	69	57	51
Number of students tested	37	39	47	72	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	74	74	70	60	53
Number of students tested	15	15	20	20	18
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 8 Test: ITBS
Edition/Publication Year: 2005 Norms Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	66	59	50	50
Number of students tested	36	53	65	64	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score		68	54	53	46
Number of students tested		22	20	20	17
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 8 Test: ITBS
Edition/Publication Year: 2005 Norms Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	65	61	50	59
Number of students tested	36	53	65	64	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score		66	59	56	60
Number of students tested		22	20	20	17
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes: